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and Possibilities," conveys a more adequate idea of its scope. Though perhaps it offers nothing new on the work of actual teaching in the schoolroom, it organizes current knowledge on the subject into a workable body of information, intended specifically for the country teacher. The possibilities of the country school are dealt with at large. Fully developed it is to be a community center, reflecting every phase of community life. It is comparable to the city community center with a difference in activities demanded by country living. Though many activities are included which can be classified as neither urban nor rural, the lines are drawn sharply to exclude urban material, foreign to country living. This book is valuable to country livers in that it lays out a scheme of conscious development for them, based on past growth.

MABEL LODGE

IOWA STATE TEACHERS COLLEGE

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*Hygiene for the Worker.* By WILLIAM H. TOLMAN and ADELAIDE WOOD GUTHRIE. Edited by C. WARD CRAMPTON. New York: American Book Co., 1912. Pp. vii+231. \$0.50.

The growing tendency in recent years to make hygiene instruction popular and practical has been carried to the extreme limit in this volume.

"To equip the worker to care for himself under actual working conditions as they exist today and to add to his happiness and efficiency are the two purposes of the book." These purposes should be realized in a large measure if this little book falls in the hands of intelligent and ambitious boys and girls of fourteen to eighteen years of age.

There are nineteen chapters dealing with the main topics of personal hygiene and with subjects of particular interest to wage-earners such as: "Applying for a Position"; "Preparing for the Day's Work"; "Good Habits for the Worker"; "The Noon Hour"; "After Hours"; "Holidays and Outings"; "Choice of Occupation"; "Occupational Dangers"; "Fire"; "First Aid to the Injured"; and "What a Worker Has a Right to Expect."

The presentation is interesting and the information seems to be in general accurate, although some rather dogmatic statements are found, as on p. 20: "Tight, unventilated hats cause premature baldness in many men," and on p. 12: "A cold bath is far more beneficial than a warm one in the morning."

The book is illustrated with excellent drawings. "Emphasis is placed upon the constructive aspect of the illustration, and pictures of the distressing and disagreeable are not to be found."

GEORGE L. MEYLAN

COLUMBIA UNIVERSITY

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*The Elements of English Versification.* By JAMES WILSON BRIGHT and RAYMOND DURBIN MILLER. Boston and London: Ginn & Co., 1910. Pp. xii+166.

Designedly elementary, this textbook presents its material clearly, tersely, and thoroughly. It cannot escape the accusation of being rather dry, almost

flat; and in this respect it has been found less acceptable than Alden. On the other hand, it gains, by casting off the historic method, an immediacy of approach to the technique of a living art. Its chapters take up in succession verse units, the foot, the meter, the stanza, the poem of conventional form, with introduced chapters on scansion and the quality of sounds. Examples, though scanty, are uniformly provided, well chosen, and printed in readable type. The interested student will inevitably crave more; and for him it might have been well to add reference lists to other poems. The editors pronounce it difficult "to withhold comments on the aesthetic function of the forms and conventionalities of the art." Better had they not taken the pains! Brief notes, such as that the sonnet was originally and has been chiefly used for amatory verse, that blank verse is characteristic of most epic and dramatic poetry—with perhaps a mere note on the periods of their greatest influence and achievement—would have enriched the book at slight cost of space.

Positive faults of detail are few. In the index it should be stated whether the reference is to section or page. The reference to peonic verses from § 15d is incorrect, as is that in the index. Reference should be made from p. 31, l. 1, to § 65 for stichic verses. The citation of many classical meters with no example from Campion seems incongruous. And Herrick's lines (p. 16) certainly lose their intended funereal effect if read as the editor suggests.

In Alden's book we have history; here we have technique. But should not a book on versification have the atmosphere, if it be not instinct with the spirit, of poetry?

PERCY W. LONG

HARVARD UNIVERSITY

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*A Hundred Years of History, 1216-1327.* By HILDA JOHNSTONE. London: Longmans, Green & Co., 1912. Pp. xv+292.

Miss Johnstone, lecturer in history at Manchester, England, has translated a number of extracts from the chroniclers, together with a few statutes taken from Stubbs, to illustrate English history from the accession of Henry III to the death of Edward II.

With the exception of the summons to the magnates of the realm and the Provisions of Oxford (from Stubbs) and the Peace of 1259 between Henry III and Louis IX (from Rymer's *Foedera*), all the extracts of the first 118 pages—about half the book—are from Matthew Paris, the chief of the great historical school of the Benedictine abbey of St. Albans.

When Matthew Paris' vivid and entrancing chronicle ceases, at the year 1259, Miss Johnstone depends on several sources for her extracts. The Barons' Wars and their effects on contemporaneous politics are told partly from the chronicle of Rishanger, the continuator of Matthew Paris, and a partisan of Simon de Montfort and the barons, partly from Thomas Wykes, chronicler of Osney near Oxford, and the sole supporter of the Crown among contemporaneous historians of the great struggle. This is the most illuminating